



## OAKBROOK MIDDLE

286 Old Fort Drive  
Ladson, South Carolina 29456

**GRADES** 6-8 Middle School

**ENROLLMENT** 927 Students

**PRINCIPAL** Garland W. Crump 843-873-9750

**SUPERINTENDENT** Joseph R. Pye 843-873-2901

**BOARD CHAIR** Bufort "Bo" Blanton 843-873-8454



## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	11	0	0

#### IMPROVEMENT RATING:

**AVERAGE**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Average	N/A
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Average	No

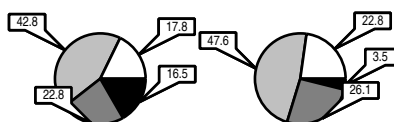
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

87.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	924	99.7	22.3	47.9	26.2	3.6	39.5	Yes	Yes
<b>Gender</b>									
Male	482	99.6	28.1	48.1	21.7	2.1	32.7		
Female	442	99.8	16.0	47.8	31.0	5.2	46.8		
<b>Racial/Ethnic Group</b>									
White	488	99.8	14.7	47.6	32.7	5.1	49.3	Yes	Yes
African-American	381	99.7	33.9	49.0	16.0	1.1	24.5	Yes	Yes
Asian/Pacific Islander	27	100.0	9.5	42.9	42.9	4.8	61.9	I/S	I/S
Hispanic	20	95.0	7.1	42.9	35.7	14.3	50.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	838	99.8	17.9	49.5	28.6	3.9	43.2		
Disabled	86	98.8	63.4	32.9	3.7	0.0	4.9	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	924	99.7	22.3	47.9	26.2	3.6	39.5		
<b>English Proficiency</b>									
Limited English Proficient	11	90.9	0.0	0.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	913	99.8	22.4	47.8	26.2	3.6	39.6		
<b>Socio-Economic Status</b>									
Subsidized meals	302	99.0	34.8	49.3	15.6	0.4	20.7	Yes	Yes
Full-pay meals	622	100.0	16.4	47.3	31.2	5.1	48.3		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	924	99.8	17.7	42.9	22.9	16.6	51.7	Yes	Yes
<b>Gender</b>									
Male	482	99.6	19.7	41.2	22.4	16.7	50.1		
Female	442	100.0	15.5	44.7	23.3	16.5	53.3		
<b>Racial/Ethnic Group</b>									
White	488	99.8	11.6	36.7	28.0	23.8	62.9	Yes	Yes
African American	381	99.7	26.5	52.7	14.8	6.0	34.5	Yes	Yes
Asian/Pacific Islander	27	100.0	14.3	23.8	28.6	33.3	71.4	I/S	I/S
Hispanic	20	100.0	6.7	33.3	33.3	26.7	73.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	838	99.9	12.3	44.5	25.1	18.1	56.4		
Disabled	86	98.8	67.1	28.0	2.4	2.4	7.3	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	924	99.8	17.7	42.9	22.9	16.6	51.7		
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	0.0	0.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	913	99.8	17.6	43.0	22.8	16.6	51.6		
<b>Socio-Economic Status</b>									
Subsidized meals	302	99.3	31.0	47.2	15.1	6.6	31.0	Yes	Yes
Full-pay meals	622	100.0	11.3	40.8	26.5	21.3	61.4		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	309	99.7	31.4	42.0	23.7	2.8	26.5
	Grade 7	286	99.3	21.9	50.9	25.3	1.9	27.2
	Grade 8	365	98.9	19.1	62.1	18.2	0.6	18.8
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	279	99.6	30.3	38.0	27.3	4.4	31.7
	Grade 7	342	99.4	22.0	55.0	21.7	1.2	22.9
	Grade 8	305	100.0	18.3	49.7	27.3	4.7	32.0

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	309	100.0	19.7	39.1	22.9	18.3	41.2
	Grade 7	286	100.0	15.7	35.6	24.7	24.0	48.7
	Grade 8	365	99.2	18.1	50.5	18.4	13.0	31.4
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	279	99.6	20.7	35.8	25.8	17.7	43.5
	Grade 7	342	99.7	19.8	40.9	22.6	16.8	39.3
	Grade 8	305	100.0	18.3	49.3	19.3	13.0	32.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 927)				
Students enrolled in high school credit courses (grades 7 & 8)	25.7%	Down from 35.3%	24.2%	14.6%
Retention rate	4.7%	Down from 5.6%	2.4%	3.0%
Attendance rate	95.7%	Up from 95.0%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%		3.8%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%		3.6%	5.3%
Eligible for gifted and talented	17.4%	Up from 16.2%	22.6%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Down from 10.9%	11.0%	13.9%
Older than usual for grade	5.4%	Up from 4.4%	2.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.5%	Down from 5.5%	0.9%	0.9%
Annual dropout rate	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n= 58)				
Teachers with advanced degrees	65.5%	Up from 65.0%	54.1%	48.7%
Continuing contract teachers	91.4%	Up from 83.3%	85.3%	81.7%
Highly qualified teachers**	86.3%	N/A	91.9%	90.4%
Teachers with emergency or provisional certificates	3.8%		3.5%	5.3%
Teachers returning from previous year	85.1%	Up from 84.5%	87.3%	85.1%
Teacher attendance rate	94.2%	Down from 96.3%	95.4%	94.8%
Average teacher salary	\$42,029	Up 3.5%	\$41,988	\$40,566
Prof. development days/teacher	10.3 days	Down from 10.4 days	10.9 days	11.0 days
School				
Principal's years at school	17.0	Up from 16.0	5.0	3.3
Student-teacher ratio in core subjects	21.7 to 1	Down from 21.9 to 1	23.4 to 1	21.3 to 1
Prime instructional time	88.5%	Down from 90.1%	89.6%	89.3%
Dollars spent per pupil*	\$5,299	Up 3.4%	\$5,528	\$5,821
Percent of expenditures for teacher salaries*	64.1%	Down from 64.4%	63.7%	61.8%
Opportunities in the arts	Good	No change	Excellent	Good
Parents attending conferences	92.7%	Up from 88.4%	94.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	90.8%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Oakbrook Middle School, located in the southern corner of Dorchester County by the Ashley River, continues to meet its mission of preparing responsible, competent, and caring lifelong learners. The 910 multicultural student body demonstrated their success in the fields of math and social studies during the Lowcountry Quest Competition and in the Post & Courier's Student Challenge. OMS has 35 Duke Tip Scholars and 18 Junior Scholars. Students held benefit drives for causes such as the SPCA, the American Cancer Society, the Heart Association, the fire department's community outreach program, foster care and two students with life threatening illnesses. The SCPTA awarded OMS with Program of the Year for our motivational program "Where Eagles Soar." OMS supports an active recycling program coordinated by our special education students. Students were active in play productions, Black History Programs, cultural exhibitions, concerts, field trips, and school dances. Our band received a superior rating of "A" at the State Concert Competition.

Teachers' professional development focused on Differentiated Instruction and Explicit Direct Instruction (instructional strategies that address the needs of all children). Teachers continue to implement "Standards in Practice" (a calibration of SC standards with daily instruction and assessment). Two of our teachers received National Board Certification, which brings us to a total of seven nationally certified teachers. Our teachers were awarded the Community Foundation and Best Buy grants.

The Oakbrook Community continues to support students through business partnerships and shadowing programs. With the help of parents, OMS had a successful intramural boys and girls basketball team. The PTSA raised money for the motivational program and the drama club. Faculty, staff, parents, students, and the community work together to ensure growth academically, athletically, culturally, and civically.

Results from the 2003 PACT administration revealed that our minority students and students receiving subsidized meals scored lower than the white students and full-pay meals students. To close this achievement gap, our faculty and staff have implemented extended learning time, which provides an additional period of math and/or language arts instruction to those students requiring additional assistance. We have also enrolled all students scoring "below basic" in math and/or language arts in smaller classes (15:1) or in classes with a teacher assistant in addition to the regular teacher. Also, the continued incorporation of Reading Renaissance as a homebase activity was used to increase reading comprehension. These above mentioned strategies were also utilized to address the decline in reading scores in all grades. To address the decline in parents attending parent conferences, the faculty and staff continued to invite parents for breakfast and lunch drop-ins, conduct report card night and award ceremonies, and schedule parent/teacher conferences.

Oakbrook Middle School continues to be a great place where students "care to learn and learn to care!"

Garland Crump, Principal

Kim Eads, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	60	265	79
<b>Percent satisfied with learning environment</b>	93.3%	62.4%	83.3%
<b>Percent satisfied with social and physical environment</b>	91.7%	66.4%	78.5%
<b>Percent satisfied with home-school relations</b>	66.1%	75.6%	61.0%

\*Only students at the highest middle school grade level at this school and their parents were included.